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ABSTRACT

The Amherst-Pelham (Massachusetts) School District has implemented an individualized performance-based staff evaluation program (commonly referred to as Management by Objectives or MBO) to motivate and reward professional growth while accommodating differences in abilities, attitudes, and skills. Teacher evaluation and staff development activities have been wedded to facilitate the continued renewal of the district's instructional program and its staff. A rationale for and a brief chronicle of the implementation of MBO is presented. Particularly emphasized is the extent to which teachers perceive MBO as encouraging and as facilitating their growth, and the extent to which help is made available to them in achieving their objectives. (Author)

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A Systems Approach to Individualizing Instruction: The Staff Evaluation and Renewal Components

American Educational Research Association
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April, 1974

by

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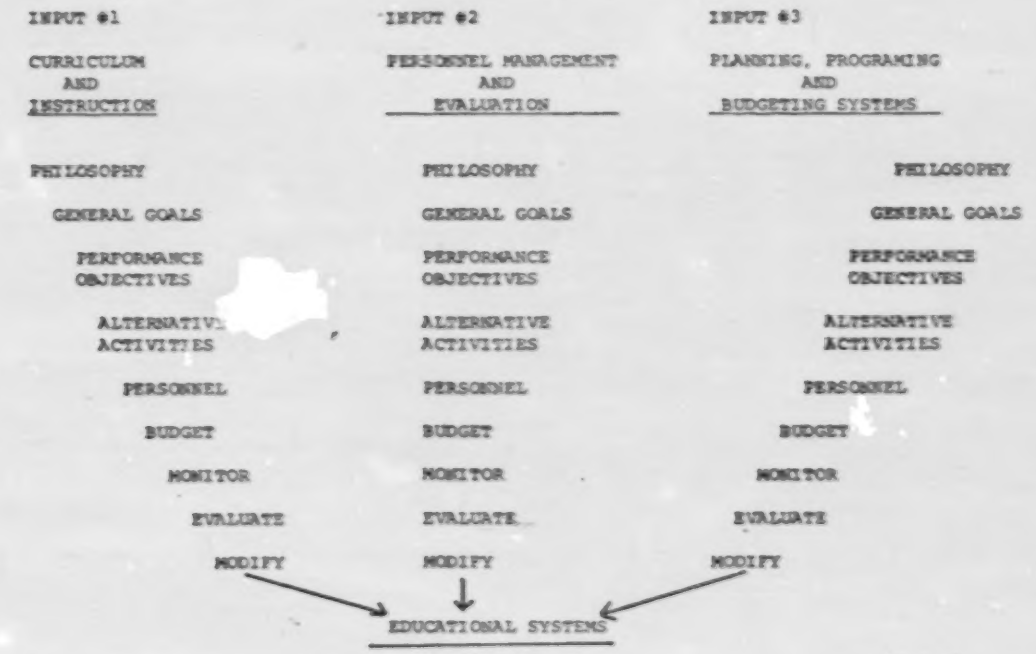
INTRODUCTION

The Amherst-Pelham Regional School District has, since 1963, been involved in developing curriculum and instructional programs which encourage individualized instruction. Committed to the tenet that different students learn in different ways and at different rates, the staff has worked exceedingly hard to make alternative learning experiences constantly available as the integral part of the school program. From 1971 to the present this endeavor has been assisted by an E.S.E.A. Title III grant. This project, entitled "The Performance Objective Program: A Systems Approach to Individualizing Instruction" has provided an extensive staff development program, in-class consultant help, and an expanded Research and Development Program all aimed at promoting a results-oriented, or systems approach to curriculum and instruction. Learning goals, performance objectives and alternative learning activities have been defined and implemented in the district's classrooms.

It has become clear to participants that to limit this approach to matters of curriculum would be inconsistent. What of the supervisor-supervisee relationships? How can a school system advocate personalized treatment of students and ignore differences among staff members. What of the entire budgeting process? How

could a school district plan instruction and personnel management in terms of desired results and then not allocate its budget so as to reflect those results? The parallel relationships may be visualized as follows:



While not implying that the systems approach should necessarily be introduced simultaneously in three areas, the consistency of thought indicates that a successful implementation in one area would make it likely that a district would expand into one of the other areas. If that appears likely, it should be kept in mind throughout any implementation to assure that a close and

parallel relationship exists between curriculum planning, personnel management and budgeting processes. The focus of this paper is on the second input, personnel management and evaluation:

a. to explain the "Management by Objectives" (MBO) system of the Amherst-Pelham Regional School District;
b. to describe the steps used to introduce such a system;
c. to document the perceptions of participating staff members concerning that management system;
d. to develop recommendations based on that data.

MANAGEMENT BY OBJECTIVES

While seen by many as a performance based personnel evaluation system, MBO is much more than that. It may be used as a means of coordinating the efforts of many people to encourage progress toward common goals. It may be used as a means of encouraging participatory management in which all staff take part in defining common goals, individual responsibilities, expected results and means of evaluation. MBO may provide a means of coordinating a staff development or professional improvement program such that personal growth becomes a shared responsibility. The purpose of the entire process should be seen as fostering individual professional growth and renewal.

An MBO Format

Just as performance objectives can be an effective means of guiding and evaluating student learning, they can also serve as a basic tool for managing those processes utilized to improve professional staff performance. Used in a cooperative manner, MBO usually involves a sequence similar to the following:

1. District goals and priorities are determined.

2. Responsibilities are identified and job descriptions are developed.

3. Through in-service assistance, MBO participants are prepared to carry out tasks such as those indicated below:
   (a) Prior to an objective setting conference with evaluator(s)
      (1) familiarize yourself with previously defined teacher roles, department goals, and district priorities
      (2) analyze past performance
      (3) identify the objectives to be focused upon
      (4) specify performance indicators
   (b) At an objective setting conference:
      (1) present objectives
      (2) identify performance indicators
      (3) consider objectives suggested by department chairman and/or building administrator
      (4) discuss the means to be employed in monitoring performance
      (5) identify the type and extent of support that can be expected from the department chairman and/or building administrator in the mutual pursuit of the objectives agreed upon
      (6) be sure everyone present understands the nature of the objectives and indicators of their successful completion prior to the termination of the conference

(c) Between conferences:
  (1) monitor performance and collect data on efforts directed at mastering the objectives
  (2) keep records of self-assessment
  (3) monitor the degree to which agreed upon support is being provided by the department chairman and/or building administrator

(d) At interim conferences:
  (1) discuss the data monitored by the participants
  (2) discuss progress to date
  (3) be sure a written record is kept of these meetings

(e) At summary conference:
  (1) discuss all monitored data
  (2) analyze performance of all participants
  (3) assist in the completion of the evaluation report
  (4) assist in the development of new objectives
  (5) assist in identifying the resources that will be provided
  (6) if needed, establish the time and date of any follow-up conferences which might be required as a result of this conference (optional)
  (7) be sure that everyone present understands the outcome of this conference and that the instructional director provides each of the participants with a written summary within two days of its completion.

Similar sequences have been instituted throughout the Amherst Schools, with the supervisor and the supervisee planning the sequence and setting the "due dates" as appropriate.

A performance agreement is developed in written form describing the agreed upon objectives. One example of such a form is presented as Appendix A to this paper. Although no form is mandated, specificity of intent is the essential component.

Initial Conference

At the initial conference, the teacher meets with his supervisor(s) and presents the objectives on which he wishes to focus. The supervisor reacts to the objectives set by the teacher, suggests changes, modifies where necessary, and reaches agreement on the major objectives to be pursued during a specified period of time. An environment of cordial and cooperative planning is sought. Differences are negotiated, and both supervisor and supervisee seek to develop a product which will clearly specify the primary targets to be pursued. These are the criteria upon which evaluation will focus, and, therefore, clarity of expectation is needed. Precise performance objectives are defined, and further plans are discussed for reaching these objectives.

Means of evaluating progress on, or accomplishment of, performance objectives are identified and a date is set for a subsequent conference to discuss progress. Upon completion of this initial session, new channels of communication have been opened, specificity has been sought, and both participants should feel confident that they now have a much clearer understanding of the other's plans and expectations.

"Helper" Role

As may be surmised from the preceding description, the initial conference can include some discomfort, anxiety or outright

hostility on the part of either participant. Expectations of both participants must be clarified and negotiated during this meeting. This then is the time for conflicting expectations to be stated. Resolution of all disagreements may not be possible, but thorough airing of disagreements will reduce the possibility of misunderstandings later in the evaluation. The performance agreement must be completed before this stage of the process is satisfied and so a determination of specific objectives must be reached. In this effort, a spirit of negotiation is encouraged, with both participants striving to plan objectives and activities which will be in keeping with the goals of the system as well as those of the individual.

Experience indicates that the initial discussion is extremely fruitful for the participants. While helping the supervisor to coordinate the efforts of those responsible to him, to acquaint himself with perceived problems and to plan growth activities with his subordinates, this conference is helpful and gratifying to the supervisee as well. Communication channels are opened, expectations are specified and open to rebutal, professional growth activities are developed, his own objectives become the basis for planning his tasks, and the criteria upon which he will be evaluated are clarified. Further, and perhaps most importantly,

the supervisee is now in a position of discussing the constraints to successful completion of his objectives. This frequently places the supervisor in the role of helping his subordinates to overcome obstacles or to develop skills. He becomes a "helper" in that he must provide the resources necessary to reach the desired results. In-service programs, released time, financial assistance, reference sources or other resources are often needed, and the participants share a responsibility to work toward the stated objectives. Administrators are put into this helping role and a spirit of cooperative planning and growth is generated.

Data Collection

Both supervisor and supervisee share the responsibility to promote attainment of the specified objectives and to monitor progress. Teachers, department chairmen, building administrators and central office staff all share responsibility for gathering information concerning progress.

Supervisors at all levels gather and record information concerning the progress of those under them. A heavy emphasis, however, is placed on self-evaluation, and all participants are encouraged to monitor their own progress. By recording activities as they are accomplished, by recording feedback from students, parents and others, and by continuous review of objectives and

daily activities, individuals become quite knowledgeable concerning their own performance.

With two or more people collecting data concerning the performance of each person, strengths and weaknesses come to light and are discussed. To encourage honesty in this analysis, "evaluation" should not be the prime motive behind the MBO process, but rather personal growth or professional improvement should be emphasized. Progress conferences held several times during the school year should be supportive and serve as a means of fostering improvement.

Approached from the perspective that each staff member is desirous of furthering his own progress, evaluation is primarily a means of identifying avenues of advancement. Data are made available and informed judgments are made concerning the levels of job performance, but evaluation serves primarily to direct improvement. The follow-up activities from the MBO conferences become defined in light of progress toward desired results.

Support Activities

Objectives are never seen as inflexible, but may be revised or omitted whenever it is mutually agreed to do so. After a progress conference, new objectives or new plans to reach old

objectives may be instituted. It has been found that teacher objectives usually concern instructional improvement and administrator objectives frequently concern instruction or change in school management practice. To reach the various objectives specified, staff members ofte. need assistance or instruction in some form. To fulfill that need the system must be prepared to provide assistance in the following ways:

1. direct in-class assistance
2. outside consultant help
3. peer referral, matching strengths with weaknesses
4. the collection and development of professional resource materials
5. extensive in-service staff development programs

In-Service Programs

In-service sessions are a necessity:

a. to develop the skills to participate in the MBO process; and

b. as a staff development program to assist school personnel to reach their MBO objectives.

Skills in the MBO process, attitudes toward MBO, participatory planning of the MBO format and the actual cognitive skills needed should be included in the training. In-service sessions which correspond to district priorities and provide help to teachers to reach their objectives should be available. The

following is a partial list of sessions that have proved effective:

Rationale: A Systems Approach to Individualized Instruction

The Preparation of Learning Goals and Performance Objectives

Alternative Activities to Reach Performance Objectives

Criterion Referenced Evaluation

The Preparation of Objectives in the Affective Domain

Affective Development

Strategies for Affective Development

Humanizing Educational Objectives

Record Keeping

Cultural Diversity

Independent Study, Small Group, Large Group Instruction

Classroom Management Strategies

Rationale: A Systems Approach to Personnel Management and Evaluation

MBO and Performance Based Evaluation

The Supervisor-Supervisee Relationship: the Helper Role

Motivation Strategies

Monitoring Techniques

Leadership Styles and their Effects on MBO

Communication Skills

A CASE STUDY

Performance evaluation, in the form of Management by Objectives, was initially introduced in the Amherst-Pelham Regional School District in 1971 by the Superintendent of Schools to evaluate the administrative staff. All administrators were expected to become participants in Management by Objectives (MBO) contracts for the purposes of determining if such an evaluation program was workable and, if so, to serve as a model for the remainder of the staff. At the end of a one year trial, it was decided by all concerned that performance based evaluation was a viable alternative to the existing checklist/narrative evaluation program being utilized with teachers.

Building administrators were encouraged to introduce performance based teacher evaluation programs (MBO) in their building. With one exception, no district wide format or procedures were established. Instead, administrators were encouraged to introduce a program in whatever form they felt would be most acceptable to the teachers on their respective faculties. The only policy associated with the introduction of performance based teacher evaluation was that it would be presented as an alternative to the existing teacher evaluation checklist/narrative and the individual teacher would decide which alternative they would pursue.

Performance based teacher evaluation was introduced to the junior high school faculty during the 1972-73 school year. An overview of the proposed process was presented and teachers were asked to notify their department chairperson or building administrator if they wished to participate in a performance based evaluation agreement. Six teachers indicated they wished to participate.

The six teachers who went through the performance evaluation cycle expressed positive feelings about their experiences to their department chairperson and administrator. It was decided on the basis of the positive feedback to make a concerted effort to involve a greater number of teachers in the performance evaluation process.

The introduction approximated very closely the introduction of a new concept to a group of students in an instructional sequence. There were large group meetings, small group meetings, and individual meetings. The objective was to present a philosophical overview of the process to the entire faculty; make a series of brief presentations focusing on the philosophical basis of performance based evaluation, as well as the roles of the participants as they had been defined; and, relate the philosophy and the process to the individual teacher performance evaluation agreement.

Implementation Sequence

The two days immediately preceding the opening of school is traditionally an orientation and work period for the entire staff in the school district. During those two days, two large group meetings each lasting one hour were held for the purpose of presenting an overview of performance based evaluation (MBO) to the faculty.

The first meeting was attended by the entire staff. The topic was "Performance Based Teacher Evaluation: An Overview." The presentation focused upon the philosophy of the program and a comparison of it with the existing evaluation program. The second meeting, attended by department chairpersons, was much the same as the first except that the topic of participant roles was also discussed, particularly as it related to this group.

The first ten days of school in September were set aside for a series of small group meetings run by the junior high school instructional director. There were four to five meetings each day attended by three or four teachers during their free time. The topic of each meeting was the same: an overview of performance based evaluation; a comparison of performance based evaluation with the existing evaluation checklist/narrative; and, the roles of the participants in the performance based evaluation process.

The meetings lasted about forty-five minutes. Half of that time was devoted to the presentation outlined above, the remaining time was devoted to answering questions and a general discussion. Teachers were encouraged to attend more than one session if they had any questions remaining. Enough meetings were scheduled during the ten days, forty to fifty in all, to permit individuals to attend more than one session.

The third phase extended from mid-September to the first of November. It was during this phase that meetings were held with individual teachers, their department chairperson and the instructional director, each a participant in the performance evaluation agreement. These meetings, the objective setting conferences, involved the eighty percent (80%) of the faculty who voluntarily elected to participate in a performance based evaluation program. At this point the MBO sequence described above was implemented.

PRESENTATION OF QUESTIONNAIRE DATA

The population who were involved in the case study were also administered parallel questionnaires in May 1973 and January 1974. The data from each questionnaire were analyzed and tabulated. Comparisons were made to determine the change in teachers' perceptions toward the MBO process.

TABLE 1

THE RESULTS OF THE TEACHERS' REACTIONS IN JANUARY, 1974, TO STATEMENTS FOCUSED ON CONCERNS RELATED TO TEACHER EVALUATION SYSTEM USED IN THE JUNIOR HIGH SCHOOL

	Type of Response*						
	POSITIVE			NEUTRAL	NEGATIVE		
	S.F. %	F. %	(Total Pos.) %	(U.D.) %	UF. %	S.UF. %	(Total Neg.) %
I like the Management by Objectives (or Performance Evaluation Agreement) approach to teacher evaluation. (N. = 38)	37	31	(68)	(24)	5	3	(8)
I am satisfied with the teacher evaluation format(s) used in my school. N. = 38)	23	41	(64)	(28)	8	0	(8)
The Management by Objectives (or Performance Evaluation Agreement) approach to teacher evaluation accurately assesses a teacher's performance. (N. = 39)	18	33	(51)	(33)	11	5	(16)
I am satisfied with tne approach the school district is taking in providing in-service training for the staff. (N. = 38)	8	31	(39)	(21)	24	16	(40)

* Key to the Resporse Pattern: S.F. = Strongly Favorable; F. = Favorable; U.D. = Undecided; UF. = Unfavorable; and S.UF. = Strongly Unfavorable.

There is a rather high degree of satisfaction with the teacher evaluation process at Amherst Regional Junior High School. The data in Table 1 indicate that 64% of the teachers are satisfied with the teacher evaluation format(s) used in the school and only 8% are dissatisfied. There is also a rather high positive acceptance of MBO as a teacher evaluation process. Teachers are given a choice of formats, a checklist/narrative format and MBO. Most teachers, fifty-seven out of seventy-one, chose MBO.

As the data indicate, 68% of the teachers agreed or strongly agreed to the statement, "I like the Management by Objectives (or Performance Evaluation Agreement) approach to teacher evaluation." Possibly even more significantly, only 8% disagreed or strongly disagreed with that statement. While there is an acceptance of, and positive attitude toward MBO, only half of the teachers believe that MBO accurately assesses a teacher's performance and one-third are undecided.

TABLE 2

THE RESULTS OF THE TEACHERS' REACTION* IN JANUARY, 1974, TO STATEMENTS FOCUSED ON CONCERNS RELATED TO TEACHER EVALUATION SYSTEM USED IN THE JUNIOR HIGH SCHOOL

	Type of Response*				
	POSITIVE		NEUTRAL	NEGATIVE	
	V.G.E. %	G.E. %	M. E. %	V.S.E. %	N.E. %
To what extent is help available to you in developing competencies in the criteria on which you are evaluated? (N. = 38)	18	24	45	13	0
To what extent is help available to you in achieving the objectives identified in your MBO agreement (or Performance Evaluation Agreement)? (N. = 38)	16	29	34	21	0
To what extent does the teacher evaluation process assist you in becoming a better teacher? (N. = 39)	5	33	49	8	5
To what extent does the person(s) responsible for your evaluation provide assistance to you in improving your skills in the areas of your assessed weaknesses? (N. = 38)	16	18	39	26	0
To what extent has the in-service program of the district helped you to develop competencies in the criteria on which you are evaluated? (N. = 38)	5	8	29	34	24

* Key to the Response Pattern: V.G.E. = To a Very Great Extent; G.E. = To a Great Extent; M.E. = To a Moderate Extent; V.S.E. = To a Very Small Extent; and N.E. = To No Extent at All.

The primary purpose of teacher evaluation at Amherst Regional Junior High School is to promote the growth and renewal of the professional staff and to help them become better teachers. As indicated by the data presented in Table 2, most teachers believe that purpose is being achieved at least to a moderate extent. One third, 33%, of the teachers think that to a great extent the teacher evaluation process assists them in becoming better teachers; while nearly one-half, 49%, of them believe the process assists them to a moderate extent. Only 5% believe that teacher evaluation helps them become better teachers to no extent at all.

An important issue in teacher supervision is whether effective supervision can include evaluation. Can the people who evaluate a teacher's performance also be helpers? That the evaluating and helping functions of a supervisor need not be separate is somewhat supported by the data presented in Table 2. Thirty-four percent (34%) of the teachers acknowledged that, to a very great or great extent, the person(s) responsible for their evaluation provide assistance to them in improving skills in areas of their assessed weaknesses, and 39% believed that happens to a moderate extent. Twenty-six percent said that such assistance was provided to a very small extent. Approximately the

same number of teachers responded that help is available to them in achieving the objectives identified in their MBO agreement. The source of that help was not specified. Concerning the district's in-service program, 42% of the teachers replied that to a great or moderate extent it helped them develop competencies in the criteria on which they are evaluated and 42% felt it helped to a very small extent.

TABLE 3

A COMPARISON OF THE TEACHERS' TEACTIONS IN MAY, 1973, WITH THEIR REACTIONS IN JANUARY, 1974, TO STATEMENTS FOCUSED ON CONCERNS RELATED TO THE TEACHER EVALUATION SYSTEM USED IN THE JUNIOR HIGH SCHOOL

		Percent of Response		
	Type of Response*	May, 1973 (N = 58) %	January, 1974 (N = 39) %	Difference
I like the Management by Objectives (or Performance Evaluation Agreement) approach to teacher evaluation.	S.F.	12	37	
	F.	31 } 43	31 } 68	+25
	U.D.	34	24	-10
	UF.	15	5	
	S.UF.	8 } 23	3 } 8	-15
I am satisfied with the teacher evaluation format(s) used in my school.	S.F.	12	23	
	F.	28 } 40	41 } 64	+24
	U.D.	30	28	- 2
	UF.	21	8	
	S.UF.	9 } 30	0 } 8	-22
The Management by Objectives (or Performance Evaluation Agreement) approach to teacher evaluation accurately assesses a teacher's performance.	S.F.	3	18	
	F.	19 } 22	33 } 51	+29
	U.D.	48	33	-15
	UF.	21	11	
	S.UF.	9 } 30	5 } 16	-14
I am satisfied with the approach the school district is taking in providing in-service training for the staff.	S.F.	14	8	
	F.	50 } 64	31 } 39	-25
	U.D.	19	21	+ 2
	UF.	14	24	
	S.UF.	3 } 17	16 } 40	+23

* Key to Response Pattern: V.G.E. = To a Very Great Extent; G.E. = To a Great Extent; M.E. = To a Moderate Extent; V.S.E. = To a Very Small Extent; and N.E. = To No Extent at All.

A comparison of teacher responses in January, 1974, and May, 1973, presented in Table 3, reveals some important positive changes in teachers' perceptions of MBO and teacher evaluation. The most revealing statistic is the number of teachers who chose the MBO format. While last year only six teachers chose to be evaluated through MBO, this year fifty-seven of the seventy-one teachers on the junior high staff chose MBO.

In January, 1974, 68% of the teachers responded positively to the statement, "I like the Management by Objectives (or Performance Evaluation Agreement) approach to teacher evaluation," as compared to 43% in May, 1973. Negative replies to that statement dropped from 23% in May, 1973 to 8% in January, 1974. In that period satisfaction with the teacher evaluation format(s) increased from 40% to 64% and dissatisfaction decreased from 30% to 8%. The belief that MBO accurately assesses a teacher's performance increased from 22% in May, 1973 to 51% in January, 1974.

There have been important gains in the belief among teachers that the teacher evaluation process assists them in becoming better teachers. As presented in Table 4, the percent who believe that to be so to a great or very great extent has tripled from 12% to 38% while the percent of teachers who believe that evalua-

tion helps them to a very small extent or no extent at all has dropped dramatically from 48% to 13%.

TABLE 4

A COMPARISON OF THE TEACHERS' REACTIONS IN MAY, 1973, WITH THEIR REACTIONS IN JANUARY, 1974, TO STATEMENTS FOCUSED ON CONCERNS RELATED TO THE TEACHER EVALUATION SYSTEM USED IN THE JUNIOR HIGH SCHOOL

		Percent of Response		
	Type of Response*	May, 1973 (N = 26) %	January, 1974 (N = 39) %	Difference
To what extent is help available to you in achieving the objectives identified in your MBO agreement (or Performance Evaluation Agreement)?	V.G.E.	9	16	+ 7
	G.E.	23	29	+ 6
	M.E.	41	34	- 7
	V.S.E.	18	21	+ 3
	N.E.	9	0	- 9
To what extent does the teacher evaluation process assist you in becoming a better teacher?	V.G.E.	4	5	+ 1
	G.E.	8	33	+25
	M.E.	40	49	+ 9
	V.S.E.	32	8	-24
	N.E.	16	5	-11
To what extent does the person(s) responsible for your evaluation provide assistance to you in improving your skills in the areas of your assessed weaknesses?	V.G.E.	4	16	+12
	G.E.	12	18	+ 6
	M.E.	29	39	+10
	V.S.E.	25	26	+ 1
	N.E.	29	0	-29
To what extent has the in-service program of the district helped you to develop competencies in the criteria on which you are evaluated?	V.G.E.	8	5	- 3
	G.E.	15	8	- 7
	M.E.	27	29	+ 2
	V.S.E.	42	34	- 8
	N.E.	8	24	+16

* Key to Response Pattern: V.G.E. = To a Very Great Extent; G.E. = To a Great Extent; M.E. = To a Moderate Extent; V.S.E. = To a Very Small Extent; and N.E. = To No Extent at All.

The extent to which teachers perceive evaluators as providing assistance to them in improving skills in the areas of their assessed weaknesses has also markedly increased. Last year only 16% of the teachers said that the person(s) who evaluated them provided them with assistance to a great or very great extent,

while this year that percent has increased to 34%. The percent who said they received assistance to a very small extent or no extent at all decreased from 54% to 26%.

SUMMARY

A program of Management by Objectives offers a comprehensive management system including a performance evaluation plan for all staff members. It can provide the "Planning" and the "Evaluating" components of a Planning, Programming, Budgeting and Evaluating System, and a means of greatly increasing the accountability of all staff members. But it can be used to do more than that. MBO can provide a means of planning the continuous professional growth of all participants. Efforts devoted to professional improvement must be directed to meeting individual needs and continuous professional renewal should become the obligation of all in education. The teacher's individual self needs assessment and his participation in setting objectives and planning learning experiences to fulfill those needs are vital aspects of a professional growth plan.

Evaluation is a process of monitoring performance to permit more informed planning of subsequent activities. Improvement becomes a continuing goal and the cyclical nature of MBO encourages its use as an unending planning and evaluating device.

To participants in the Performance Objective Program, the MBO management model is quite similar to an individualized instructional model. Both are designed to foster growth through the establishment of performance objectives, the planning of activities to reach those objectives, the evaluation of performance and the revision of objectives, if seen as necessary, in light of evaluation data. The teacher-student relationship and the supervisor-supervisee relationship both depend on a cooperative planning of objectives, monitoring of progress and evaluation of performance. That consistency has been instrumental in the rapid acceptance of Management by Objectives as a performance based personnel evaluation system in the Amherst-Pelham Regional Schools.

APPENDIX A

SAMPLE

NOTE

MBO-2

Amherst-Pelham Schools
Service Objective Focusing Form

NAME John Doe (signature) TITLE Counselor

UNIT Secondary School X

REVIEWED WITH Elsa Smith (signature), Guidance Director (title)

ON September 1, 1972 (date)

A. GENERAL GOALS OF YOUR JOB:

1. Help students to gain knowledge of themselves and confidence in their own abilities and interests (testing, etc.)
2. Help students to define choices and options in their in-school and out-of-school environments (interpretation).
3. Help students to develop their own educational and occupational plans (course selection, placement, etc.).
4. Act as advocate for individual pupils to staff and non-staff members (personal problems, use of consultants, referrals, etc.).

B. JOB RELATIONSHIPS:

1. Responsible to guidance director and building principal.
2. Member of secondary guidance department.
3. Member of K-12 pupil personnel services team.

C. ABILITIES REQUIRED:

Knowledge and Specific Skills	Why Necessary	+ -
1. Knowledge of testing and assessment techniques.	To fulfill goal #1	+
2. Familiarity with district goals, programs, resources.	To fulfill goal #2	- in industrial arts
3. Ability to identify special needs of individual pupils.	To fulfill goals #3, 4	+
4. Ability to accept varied tasks.	For coordinated operation of building unit.	- in schedule follow-up
5. Inter-personal communication skills.	To fulfill goal #4	+

MBO-2

PUPIL OR COUNSELOR BEHAVIOR

Amherst-Pelham Schools

D. SERVICE OBJECTIVES:

Key Job Objectives	Priority Weight 3=high 2=average 1=low	OBSERVABLE Expected Results in Measurable Terms
1. Use a system of purpose objectives to guide conference scheduling.	2	Have at least one objective written in advance for each scheduled conference.
2. Convince each counselee that I am his advocate.	3	At least 75% of assigned counselees will voluntarily schedule one or more meetings with me.
3. Contributing to accuracy of class scheduling.	See skill #4	Complete administrative scheduling records for each student on same day that student makes a course change decision.
4. Use an analytic process to list critical elements for each student interviewed in response to a request for help.	1	Complete analysis card on each such interview to show indicators, problem, apparent cause, objective, and possible remedy.
5. Know options and their purposes in industrial arts.	2 See skill #2	Meet with industrial arts chairman and describe his program and its purposes to his satisfaction on or before October 6, 1972.
6. Provide students with opportunities to discuss career options with specialists.		Implement an annual career day during which any student can visit 2 minimum of 3 specialists in small group discussion.
7. Implement rapid closure on all course placement problems referred to me.	3	Meet with any counselee requesting a course change discussion no later than one school day after said request and plan a scheduled course of action at that meeting.
8. Implement rapid closure on all parent requests for action on individual student problems.	3	Personally contact any parent requesting action and establish an action schedule no later than one school day after receiving the parent request.
9. Gather opinions from graduates on relevancy and effectiveness of school programs and report same to appropriate departments and/or administrators.	2	Construct a questionnaire judged useful by all departments on or before January 5, 1973. Mail same to 1972 graduates, tabulate results, and distribute tabulation on or before June 1 of 1973.

* MULTIPLE OR STEP INDICATORS OF PERFORMANCE ARE OFTEN APPROPRIATE. AND 3 x 5" CHECKLIST CARDS MIGHT BE USED IN AN ACTIVITY FILE BACKING UP PURSUIT OF OBJECTIVES.